

# **LANGUAGE ARTS, PART I**

## **READING / LITERATURE**

**(The curricular materials listed in the sections of Reading and Literature have been correlated to the Idaho Content Standards)**

ADOPTION EFFECTIVE  
SEPTEMBER 1, 2005 - 2013

### **READING**

#### **Position Statement: Language Arts**

Definition: Language Arts consists of five strands: reading, writing, speaking, listening, and viewing. Since ability in one of the language arts influences ability in others, instruction and exposure in each affects learning and facilitates growth in others.

The State Curricular Materials Selection Committee recommends that districts refer to position statements in the English, Language Arts Achievement Standards. In addition to its broad outline, policies developed by individual districts and reasonable matches between curricular material content and agreed-upon learning objectives provide criteria on which to select curricular materials.

An English language arts curriculum must provide opportunities for all students, regardless of ethnicity, socioeconomic status, language dominance, or competence to develop language. Integrated language arts curricula supports student-centered, literature- and activity-based, context- and writing-rich, talking-focused, and parent-involved language development.

Such programs afford meaningful opportunities for all students to apply, analyze, synthesize, and evaluate information within each critical component. Effective language instruction incorporates strategies which enhance higher-level cognitive skills throughout its program.

#### **Appropriate Instructional Materials**

An integrated language arts program requires a broad variety of materials and media which includes, but is not limited to, textbooks. Since instructors use textbooks as resources from which they select appropriate materials for their students, individual language arts components may not require separate textbooks. Student needs, learning curriculum objectives, and technology goals guide selection of appropriate instructional materials and media.

Texts, including comprehensive, supportive and limited instructional materials and media, provide frameworks for teaching. Teachers, however, may evaluate and select materials and activities which support and meet identified student needs.

If adopted reading and literature texts integrate language arts instruction, adoption of separate texts for component areas may not be necessary